

## Lesson Plan #1

**Age level:** Kindergarten

**Subject area:** Math

### Materials needed:

- Paper plates
- Buttons
- Blocks
- Post-it notes w/ + and – written on them.
- The white board

### Standards:

K.OA.5: Fluently add and subtract within 5.

### Objectives:

The student will demonstrate how to add and subtract using everyday objects.

The student will understand what it means to add and what it means to subtract.

The student will remember how to use addition and subtraction in their everyday lives.

### Learning activities:

Technology:

Addition and subtraction video:

<https://www.youtube.com/watch?v=NHI0ePgwlgU>.

Use active board to have students solve addition and subtraction problems.

Required vocabulary:

Addition: Put together

Subtraction: Take away

Opening Element:

Today everyone we are going to learn about adding and subtracting. Who knows some information about adding and subtracting already? Here is a video to refresh your memories (show above video). Now that we saw the video, can someone tell me what the word addition means? How about the word subtraction? We can add and subtract anything we have in front of us, but today I have blocks that we are going to practice with. (Put blocks out in front, and place two on one side of the front table where everyone can see). Can someone tell me how many blocks I put out? Answer is 2. Now I put 5 blocks on the front table next to the 2. Now how many do I have out? Answer is 5. How did you get that answer? The strategies we will be using

will be looking and knowing or counting, whichever is more convenient for the individual. Now, let's count them separately, we have 2 on one side, and 5 on the other how many can we count altogether? We can also count all the blocks I have out in front, and we will get the same answer as well. Answer is 7. Do more examples. The same with subtraction. Now in a large group, we will do an activity with adding and subtracting buttons on a paper plate (hand out one paper plate to each student and a bag of buttons for each table, and start the activity). Example: Put 1 button on one side of the line drawn on the plate and 3 buttons on the other side now count them and see how many you have altogether. Put the total number of buttons below the bottom. Demonstration will given with my own sample throughout the activity. The same with subtraction. Students will flip over the post-it note in the middle that has a plus sign, to show the subtraction sign. Students will write on a sheet of paper their answers to each addition and subtraction question.

Instructional Methods:

Guided Practice Strategies:

First, put a certain number of buttons on one side of the line (4)

Second, put a certain number of buttons on the other side of the line (2)

Now, put the total number of buttons in the big space below.

Independent Concrete/Application:

Counting buttons during the group activity.

Students can count how many objects (crayons, markers) they have by adding them.

Students can practice adding and subtracting at home.

Students can write on the back of their sheet of paper, what objects they can add and subtract in their everyday life.

Differentiation:

Students that are excelling can help others at their table.

Some students have an aide with them, aides can help students that are behind, or take more time to think about their answer.

Reflective Questions:

What happens when you add objects together? Is the number larger or smaller? Subtraction?

What strategy did you use to add or subtract these numbers?

How did you know the answer was seven? Five? Keep asking why.

Wrap-up:

Everyone got the chance to practice adding and subtracting today. Let's think about what the purpose of adding and subtracting is. Raise your hand if you know the answer. How can we use addition and subtraction in our everyday life? Write this on the back of your piece of paper. What strategy did you use to add and subtract? End discussion by collecting the paper plates and materials. Afterwards, the students can go sit on the carpet when their area is clean.

**Assessment:**

Formative: Put the answer to the question on your chest.

Summative: Observing the students practice adding and subtracting.

**Reflection:**

Overall, the lesson went well having had some experience already, and knowing what goals need to be met. Mrs. Fritz took observation notes, and we talked after my lesson so I know what I did well and what I need to work on. I enjoyed this, instead of waiting until the end of the round to find out what I did right and what I need to work on. For the next lesson I know that the minor details I will need to catch while teaching the lesson. Also, practicing the night before so that I do not make the same mistakes again.

First, I did not know she had a document camera, the lesson would have gone a lot smoother if I had used that instead of trying to show all the students my blocks on the carpet. Most students moved in so see though, so it was not a major issue. I like that I had more control over the class this time around, when students blurted out I told everyone that they need to raise their hands before speaking with me, and they followed through. I could not see a few students in the circle to that made it hard to know if everyone was done with each activity or not. I did go a little fast, so two or three students were left behind, which I did not notice. I also didn't realize until Mrs. Fritz pointed it out, that I was calling the class "you guys" instead of "friends" or "kindergarteners." I usually use the term friends so I am not sure why I used "you guys" this time. Mrs. Fritz enjoyed my calm and pleasant approach and demonstrating slowly step-by-step every addition and subtraction problem. I had each student make up their own addition and subtraction problem, after we practiced together, so that the students could practice adding and subtracting on their own. I went around the circle and checked the student's work, by helping the ones that did not understand, or asking the high-flyers to make up more problems while we waited for the rest of the class to finish.

I think that this lesson could have been split into separate days if I was the actual teacher doing addition one day, and subtraction another. This way the students have more time to practice and remember the information easier. Mrs. Fritz helped me a lot in explaining to me what I needed to accomplish and checking my lesson plan and making sure I had the materials I needed when the lesson started.

**Lesson Plan #2**

**Age level:** Kindergarten

**Subject area:** English Language Arts/ Literacy

**Materials needed:**

- Book to read
- Pointer
- Paper
- Writing utensil
- White board and marker

**Standards:**

RL.1: With prompting and support, ask and answer questions and about key/supporting details in a text before, during, and after reading.

**Objectives:**

The student will be able to generate words that the teacher is pronouncing.

The student will be able to pick out main points of the plot in the story.

The student will decide how they write their own sentences.

**Learning activities:**

Technology:

Document camera

On Friday the students will take all the sentences they have written, and record/ film themselves reading the sentences.

Required vocabulary:

Echo-Reading: The teacher reads, and the students repeat what the teacher just read.

Punctuation: Marks used to end and separate sentences. Each type of punctuation means something different.

Opening Element:

Today is day of reading and writing sentences. We are going to read \_\_\_\_.  
Remember from yesterday how Mrs. Fritz read a sentences and then you repeated the sentence? You are going to do the same thing with me today. This is called echo-reading. Can anyone guess what this book is going to be about based on the cover? Let's find out! Watch for when I am making different faces and how they relate to the punctuation used. Example: If we want to know the answer to a question we use a question mark, or if we are simply telling someone a fact, we use a period. Talk about the punctuation used as the

book is read along the way. The students will echo-read with me as I read the book to them. After the book is read the students will create their own sentences using animals, what they eat, and the correct punctuation. Refer back to the book for help with ideas. Now, in your head choose an animal and give me a thumbs up once you choose an animal. Now think of what that animal eats, give me a thumbs up once you figured out what kind of food that animals eats. If you need help please ask me. Now we can start our sentences. The sentence will look and sound like this. Write I eat\_\_\_\_. Who am I? On the board. Say the sentence and then have the students repeat the sentence. Now, ask what the first letter they will write is. Raise your hand if you know the first letter. Point to the first letter on the board. That's right! I is the first letter! Now we have the word I. Read the next word and ask the first letter in that word. Continue until the whole sentence is complete. Now, there are two sentences, one is a statement and one is a question, what kind of punctuation might we use? Raise your hand.

Instructional Methods:

Guided Practice Strategies:

First, think of an animal

Second, think of the food an animal eats.

Third, as a class we will go through the letters and punctuation this sentence needs.

Last, have students take turns reading their sentences out loud.

Independent Concrete Application:

Practice talking in different voices at home to make the sound of a question vs. a statement different.

Practice writing at home- use different sentences for different meanings.

Practice reading at home and use expressions for each different punctuation.

Differentiation:

Pencil grips for students that have a hard time writing.

Reflective questions:

What letter does the sentences start with?

What kind of punctuation do we use if we are asking a question? What about if we are excited?

Wrap-up:

Class, I really like all of your sentences, you did some hard thinking and some writing to get your sentences ready I can tell you worked really hard. Let's review and read the sentence on the board one more time using echo-reading. What kind of punctuation is in my sentence? You can practice this at home as well, when reading use different expressions with the different punctuation used, or if you are talking to a person, you can use these facial expressions as well.

**Assessment:**

Formative: Give me thumbs up you know what letter this sentence starts with.

Summative: All students are writing their sentences. I will go around the room and check their sentences once they are done.

**Reflection:**

The lesson went a little off from what I had originally planned. There were still good elements in the plan, but there could have been a few extra elements or mistakes that I made, that could have been avoided. I would say I used good teacher language which is getting better the more I teach. I caught myself say "okay guys" and I immediately corrected myself to say "okay friends." I love the children in the classroom as they keep me on my toes and I am always on the move to get something done one after the other. The students are all over the place in where they are at in learning how to spell and sound out words. I wish I could have known the class better so that I could cater to each student's need. Many students are high-flyers and probably didn't even need my help to spell out the sentence. Others though, needed me to sound out each letter in the sentence. I should have done a little bit of each or find the happy medium. I still need to work on my classroom management but that will get better as I have not taken the class for that yet. For now though, classroom management is a struggle for me. When I started my lesson I did not realize that I did not want every child writing about a different animal on their own as I asked them to give me a thumbs up on animals that they can write about. Instead of continuing on with the lesson as normal, I should have told the class the following: "I'm sorry friends, but I made a mistake and have decided that for today we are all going to write the same sentence."

**Lesson Plan #3**

**Age level:** Kindergarten

**Subject area:** Science

**Materials needed:**

- Shark facts sheet to write on
- Document camera

- Research sheet (made out of construction paper).
- Pencil/pen
- Shark facts for information

**Standards:**

K.4.1: Identify sharks that eat plants or other animals for food.

**Objectives:**

- The students will differentiate between which types of sharks each what kind of food.
- The student will analyze between two sharks and what they eat as well as other fun facts.

**Learning activities:**

Technology:

- Shark video:  
<https://www.youtube.com/watch?v=agggBkpbCoY>.
- Document Camera

Required Vocabulary:

Whale Shark: A shark that likes warm water that swims close of the top of the water. Eats plankton (a type of small fish). Largest known fish.

Great White Shark: Large, dangerous shark that likes to live in warm parts of the ocean. Eats other animals. Color: brown or gray with white underneath.

Carnivore: Animals that eat meat to stay alive.

Opening Element:

Today we are going to research two types of sharks. What information does anyone know about sharks so far? I know you have been learning about sharks all week. Please raise your hands. Okay, we are going to watch this short video about sharks to learn more about what they eat and where they live. The two types we are going to learn about today are the Whale Shark and the Great White Shark. One shark is completely harmless and the other shark is very dangerous. Can anyone guess which the more dangerous shark is? Answer: Great White Shark (I will have two sheets of research paper, one for the Whale Shark and one for the Great White Shark). The research paper sheet will have labels with where each shark lives, what they eat, and some fun facts. Each shark is different than the other, so we also want to make sure we have specific characteristics on why each shark is different from each other. For example, the Whale Shark has a large mouth like a Whale, but they cannot swallow you because their teeth are too small to be dangerous. First, let's take a look at the Whale Shark. Each table gets

an information sheet on the Whale Shark, and I will also have a copy posted on the document camera. Let's take a look. Let's read what the Whale Shark eats as a class. Find the shark eats and write it on the table. Find out where it lives and write it on the table. It says on the sheet the sharks are warm blooded where do think that means they would like to live then? In warm places! Write on the sheet that the shark likes to live in warm places such as tropical areas with warm water. Lastly, we will look for any fun facts we can find about the Whale Shark. Next, is the Great White Shark. Read the sheet together and ask the same questions as we did about the Whale Shark. Now that we looked at both sharks I want you to choose a shark to write about on this shark fact sheet I will hand out. Give me a thumbs up when you choose a shark to write about. You can write about the Whale Shark or the Great White Shark. You can also draw a picture of what your shark looks like. Hand out sheets and keep each recording sheet under the document camera or tape them on the white board so that the students can remember what is special about each shark and be able to write it down.

#### Instructional Methods:

##### Guided Practices strategies:

First, we will all learn about the Whale Shark together.

Second, we will learn about the Great White shark together as a class.

Third, we will all write on our fact sheets as a class and I will walk around the classroom and answer questions for those how have them,

Last, we will all come back together as a class and discuss what we learned.

##### Independent Concrete Application:

Explore online about sharks at home on their own.



my shark report  
by \_\_\_\_\_

my shark \_\_\_\_\_  
My shark is a \_\_\_\_\_  
My shark can \_\_\_\_\_

My shark eats \_\_\_\_\_  
shark fun facts \_\_\_\_\_  
\_\_\_\_\_

habitat \_\_\_\_\_

Students writing on the fact sheet (above).

**Differentiation:**

Bigger printed worksheets for students with a visual impairment.

Extension questions for the high-flyers how get done early and need a challenge.

Highlight which parts of the facts sheet that need to be done for visual learners.

**Reflective questions:**

What kind of food does each shark like to eat?

What is the difference between the two types of food?

**Wrap-up:**

Now that everyone knows more about sharks can anyone tell me some facts that we learned about today? Students will raise their hands and tell me what they learned about. Can anyone tell me the types of food that each shark likes? The two types of food are very different from each other. One type of food is meat, and the other is seafood. Which shark eats the meat? Great White Shark. Which shark eats the seafood? The Whale Shark. Now everyone can put their fact sheets in their folders and come back to your seats when you are done putting your sheet away.

**Assessment:**

Formative: Giving me a thumbs up when the students chose a shark they would like to write about.

Summative: Students writing about that shark that they are most interested in. Is the information correct?

**Reflection:**

This last lesson the students enjoyed as they had been learning about sharks all week, and knew a lot of information already. The lesson did go a little long, as the students were starting to get out of their seats and moving around, because of this I started to move the lesson along faster, and did not cover as much as I would have liked to. This lesson could have been spread out over three days, with learning about one shark one day, another shark another day, and then on the third day review what we learned about both sharks. I would have loved to have been able to have more control over the class, and known more about what I could have done to make sure they stayed on task. I really enjoyed the students as they were a mix of ready for first grade, and ones that just started kindergarten. For the more difficult words that we learned about, Mrs. Fritz suggested that I write the words on the board, instead of writing them on the document camera. The students kept asking to see the words because I had to flip back and forth between ages. Also, I had information sheets on sharks, one for each table. The students were messing with them the whole time. I put the sheets on the table so that the students could follow along, and read with me, but they seemed to only care about destroying the papers instead. I ended up taking away the papers, I wonder what I could have done better about the situation. I could have maybe not given out the sheets, or have every student have a sheet instead. Overall, the lesson was developmentally appropriate and the students seemed to have learned something from it.